

Love God, love others

Let your light shine



THE BLUE COAT CHURCH OF ENGLAND (AIDED) INFANT AND JUNIOR SCHOOLS' FEDERATION

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT

Reviewed & Updated: Annually

Signature of Executive Headteacher:

Signature of Chair of Governors:

The report was last reviewed and agreed by the Governing Body in October 2023.

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Contact Details

Executive Head Teacher:	Mr. A. Orlik
Deputy Executive Head Teacher:	Mr. D Matthews
Deputy Executive Head - Inclusion and Behaviour:	Mrs. L. Adlington-McArthur
Blue Coat Junior School SENDCO:	Mrs. J. Dickson
Blue Coat Infant School SENDCO:	Mrs. N. Dunbar (NASENCO accredited)
Governors with lead responsibility:	Miss D. Buchanan and Mrs. J. Ridgeway

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities.

How do we identify individual special educational learning needs?

When pupils have an identified special educational need or disability before they join our school, we liaise with those who already know them including parents/carers and staff from their previous setting. We use this information to help us plan appropriate support.

If you think your child has a special educational need, we will be happy to discuss your concerns and enable access to appropriate assessments. We may seek advice from more specialist services such as Educational Psychology, Speech and Language Therapy service or North Star Inclusion Advisory Team.

We believe that **early identification and timely intervention** is best to help every child achieve their full potential. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. Where there are concerns, these are discussed with parents/carers and opinions will be sought. Progress will be tracked, monitored and reviewed using an Assess Plan Do Review cycle.

“The school’s mission statement ‘Let your light shine’ ... is... evident in the bespoke support that some pupils with special educational needs and/or disabilities (SEND) receive.” Ofsted Report 2022

Who should I contact to discuss the concerns or needs of my child?

Class Teacher

Responsible for:

- Ensuring all children have access to **quality first teaching** and a curriculum adapted to meet their individual needs.
- Tracking the progress of your child and liaising with the Inclusion team as necessary to identify, plan and deliver any additional help they may need.
- Ensuring that all staff working with a child in school are aware of the child’s individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make good progress.
- Writing and reviewing a child’s individual targets to be shared with parents and carers at least once each term.

Inclusion Team:

Deputy Executive Head for Inclusion and Behaviour: Lucinda Adlington-McArthur

SENDCOs: Mrs Jacqui Dickson @ Juniors and Mrs Nicola Dunbar @ Infants

Pastoral Nurture Mentor: Mrs Jane Edgar-Lane

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. This includes developing and monitoring the school's **graduated response of support** for our SEND pupils and supporting the assessment of progress and impact.
- Ensuring that parents/carers are:
- involved in supporting their child's learning
- kept informed about the support their child is getting
- involved in reviewing progress and in planning next steps
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy etc.
- Providing training, advice and specialist support to staff in order to ensure children with SEND receive the appropriate support to achieve their potential
- Supporting the pastoral care and emotional wellbeing of children.
- Overseeing the learning of our most vulnerable pupils in our Nurture provision.
- Supporting staff in implementing positive behaviour practices through delivering training and ensuring compliance with statutory requirements. The Inclusion team keeps records of all reported incidents and follows up behaviours, including those which could be indicative of underlying SEND.

"Leaders work closely with a range of agencies to make accurate assessments of pupils with SEND and to advise on how to tailor the curriculum. This enables these pupils to access appropriate learning and make progress." Ofsted Report 2022.

Executive Head Teacher: Mr Orlik

Responsible for:

- Overseeing the day-to-day management of all aspects of the school, this includes the support for children with SEN and/or disabilities.
- Giving responsibility to the Inclusion Team and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up-to-date about any issues in the school relating to SEND and manages the SEND budget.

SEN Governors: Miss Dorothy Buchanan and Mrs Judith Ridgeway (contact 01922-720921)

Responsible for:

- Making sure that the school has an up-to-date SEND Policy
- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the provision and progress of SEND pupils through visits and regular reporting back to the full Governing body.

What do I do if I feel my concern about my child is not being addressed?

We are proud of the collaborative work with parents and carers to meet the special educational needs of their children. If a situation arises whereby you have a concern, in the first instance we hope the matter can be resolved by communicating with the class teacher via the year group email address.

Further support can also be gained by contacting a member of the Inclusion team via familysupport@bluecoatfederation.co.uk

If you are still worried that your concern has not been addressed, we encourage you to speak with Mr Orlik who will investigate your concern and feed back to you to resolve the matter.

If you wish to make a formal complaint or discuss your complaint further, the Federation Complaints Procedure can be found on the school website by clicking the link [here](#).

How do we use other adults in school to support pupils with special educational needs or disabilities?

We have a team of talented and dedicated Teaching Assistants who are all trained to support pupils with a wide range of educational, social and emotional needs.

They effectively support individuals or groups of children in the classroom and undertake small group or one-to-one support as appropriate, directed by the Class Teacher.

Some offer specific Nurturing provision including lunchtimes

A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities.

Others Members of the Inclusion Team:

BCI Emotional Literacy Support Assistant (ELSA)	Mrs. V. Horton
BCJ Emotional Literacy Support Assistant (ELSA)	Mrs. S. Wood
Learning Mentor	Mr. B. Burguin
Federation Family Support Worker	Mrs C. Hall

How are parents and children with Special Educational Needs involved in school?

We have a child and family centred approach and believe that the views of parents and children should be at the heart of all decision making about the child.

- Parents' evenings are held every term and provide the opportunity for parents and carers to meet with the class teacher and look at children's work.
- In addition to this, parents of children with Education Health Care Plans (or preparing for EHCPs) are invited to a review with the SENDCO where they have the opportunity to review progress and set new targets and to discuss any issues.
- PACT (Parent and Child together) workshops are held regularly, which give the opportunity for parents and carers to see how their children are taught and how they can support their child's learning.

- Celebration Assemblies are open to parents and carers each week and notifications are sent to the families of the children being celebrated that week. Parents are also invited to special assemblies e.g. for Anti Bullying week.
- Parent workshops are offered, which all are invited to attend e.g. behaviour and health related issues.
- We have an open door policy: our school staff are usually available for a short time at the end of every day to discuss any concerns you may have about your child or to share information that either side may feel would be useful to the other. Parents can also arrange appointments with the class teacher or Inclusion team to discuss any issues or concerns.
- We use homework to repeat and practice taught activities, which we encourage parents to become involved with.
- Every child has a planner. Teachers may write in comments and we encourage parents to write in their observations and comments too.

How do we track, assess and review pupil progress?

Assessment for learning is carried out in all lessons to identify next steps. Standardised assessments are used to formally track pupil attainment and progress.

In the Foundation Stage, progress is tracked against the Early Years Framework.

If a child is in Year One and above, a more sensitive assessment tool is used when progress cannot be measured through standardised assessment. Smaller but significant steps of progress may be tracked through the use of other assessment tools, appropriate to the developmental age of the child. These include assessments such as the Liverpool Social Communication and Play journal. At the end of Key Stage 1 (year 2) pupils' progress may be reported through pre-key stage standards where children are working below the overall standard of the national curriculum tests. Every half term, teachers formally assess the children's progress and attainment and the Leadership Team analyse SEND data. This data informs the planning and delivery of early intervention in line with our graduated response.

Pupils on the SEND register have individual Support plans with personalised targets. Parents and carers are invited to termly review meetings with the class teacher and/or SENDCO where we discuss progress and set new targets. These are set in consultation with the pupil, the parents/carers and any other professionals involved in the care and education of the child.

How do we modify teaching approaches for children with SEND?

We are a very inclusive school. Wherever possible children are taught alongside their peers in mixed ability groups with work differentiated to provide the right level of challenge so that all can achieve success. Teachers adapt their teaching and learning environment constantly in order to cater for their pupils' academic and physical needs.

When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support. Teaching Assistant support is available within year groups to bridge the learning gaps.

All our staff are trained in a variety of multi-sensory approaches enabling us to adapt to a range of SEND: specific learning difficulties (including dyslexia); Autistic Spectrum Disorder; visual impairment and hearing impairment; speech, language and communication needs; ADHD; and social and emotional difficulties.

We offer a wide range of in-house social communication groups, these usually focus on Attention and Listening, Speech and Language and Social Communication

We use personalised visual timelines using pictures, objects and Makaton symbols to help children understand what activity or part of the day is coming next.

We use scaffolds in the classroom such as language frames, concrete apparatus, visual aids, colourful semantics, task slicing, countdown timers and workstations to support independent learning.

Our Inclusion Team make bespoke individual resources for pupils with SEND that support their specific learning targets and needs.

Where outside agencies have identified that a pupil is not developmentally ready for the National Curriculum we offer bespoke curriculums tailored to the individual needs and targets of the pupil. This is done in collaboration with specialist professionals and after consultation with parents.

What additional support do we offer at Blue Coat Federation for pupils with Social, Emotional and Mental Health needs (SEMH)?

We pride ourselves on having a clearly graduated response to meeting the needs of pupils with significant social, emotional and mental health needs, through a whole school Nurturing approach (see attached Nurture pyramid).

All staff have had training relating to Adverse Childhood Experiences (ACES) and Attachment and Trauma needs.

There is an ELSA (Emotional Literacy Support Assistant) in both the Infant and Junior Schools. These specially trained Teaching Assistants offer 1-1 support to children for a range of Social, Emotional and Mental Health needs including, worries, friendship issues, anger management and bereavement support.

ELSAs, Learning Mentors and a pastoral support assistant are available to support children at the start of the day and during break and lunchtimes.

Our 'Puffins' EYSEN Nurture group, based on the Infant site, is a structured and targeted intervention for children with significant language delay and social and emotional development needs.

A separate Nurture group is based at the Infant School and accommodates pupils who have been identified as having SEMH needs that may be supported by a Nurturing approach, small group work and higher child to adult ratios.

Our Primary Nurture group, based on the Junior site, is for children in KS2 with social, emotional and/or behavioural difficulties and developmental needs.

There is a high adult to pupil ratio in all our Nurture settings.

We also offer lunchtime Nurture provision to support pupils who struggle socially and emotionally in Key Stage 2 and at the start of every morning in KS1.

The School works in partnership with the Mental Health Support Team (MHST). This team are trained by CAMHS (Child and Adolescent Mental Health Service) and support children with anxiety, worry and low mood. School staff have been trained to identify low level mental health concerns and flag these with the Inclusion Team. Following discussions with parents a child can be referred to the MHST for 1-1 or small group sessions. The sessions take place in school.

What additional services may we access?

Although we have a lot of expertise within school, there will be times when we need to access support from specialist services to seek further advice. This will only be undertaken after parent permission has been obtained and may include a referral to:-

- North Star Inclusion Advisory Team (NIAT)
- Educational Psychologist
- Speech and Language Therapist
- SEN Assessment Team
- Visual impairment Team
- Hearing impairment Team
- School Health/Consultant Pediatrician/School Nursing Team
- Mental Health Support Team (MHST)
- CAMHS (Child and Adolescent Mental Health Service)
- Occupational Therapist/Physiotherapist
- Virtual School for Children in Care
- Referral to Play Therapy
- Specialists in other schools e.g. Outreach support

How do we include children in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place for out of school activities. Positive handling plans are drawn up where necessary.

The school ensures it has sufficient expertise to include children with special educational needs in school based activities as far as possible.

We have a number of lunchtime and after school clubs which cover a range of interests. Pupils with SEND are welcomed and included. Additional support is offered as necessary to support access.

Junior Adventurers Group is a fully inclusive breakfast and after school club which runs on the school site.

How accessible is the school environment?

Our school complies with accessibility requirements; please see our Accessibility plan for full details.

Both sites are built over 3 levels with main teaching areas on the lower ground floor, ground floor and first floor. The only access to the first floors is by stairways.

The main entrance to both sites has level access and there is wheelchair access to the halls and all classrooms on the ground floor

There is also limited wheelchair access to the lower ground floors via the playground.

There is a disabled toilet on the ground floor on both sites.

Reasonable adjustments are made to the school environment to meet the needs of the pupils, for example, contrast markings for visually impaired children and handrails fitted to all stairs.

When required year groups may be required to relocate for an academic year to a more accessible area of the school. This move ensures that children with identified needs are able to access the learning environment with as much independence as possible.

How do we support pupils in their transition into our school, within our school and when they leave us?

We recognise that transitions are significant in the lives of our children and their families and carefully plan for them. This can include transitions from one year group to another within the school.

For SEND children coming to us, we liaise closely with a child's previous school/ setting and attend any transition or review meetings where possible. Additional visits to our setting can be arranged to help prepare a smoother transition.

Parents and children who are joining our school mid-term are encouraged to visit the school before they start. Any SEND documentation is passed onto our SENDCO and shared with key staff. Transition into successive year groups is supported by meetings between staff for the purpose of sharing information. Children have a taster morning with their new teacher and for some children, transition books help them to prepare for their new year group which they take home over the summer holidays.

For year 2 pupils transferring to the Junior School extra visits take place during the summer term to enable them to become familiar with the new learning environment and staff members. The

Executive Deputy Head of Inclusion liaises with parents and staff between both schools to ensure all necessary information is shared.

For year 6 pupils, induction days at Secondary Schools are provided but we can arrange additional transition visits if required to support a smooth transition. We liaise closely with our Secondary school colleagues to inform them of the pupils' needs and will invite them to attend meetings where appropriate.

When children transition between schools during the academic year, we liaise with the other school to share as much information as possible and forward any SEND documentation to them.

Where can parents/carers access additional support?

Walsall Council provides a Special Educational Needs and Disabilities (SEND) Local Offer that provides information to children and young people, and their families, about issues that may affect them and services that they may find useful. To find out more please visit

<https://go.walsall.gov.uk/the-send-local-offer>

SENDIASS can provide free, impartial, confidential information, advice and guidance for parents/carers of children with SEND. Phone: 01922 612008 Email: Walsallsendiass@family-action.org.uk

Further information can be found at <https://go.walsall.gov.uk/the-send-local-offer/The-SEND-Local-Offer/Get-independent-information-and-advice-SENDIASS>

FACE Walsall Parent Carer Forum

E-mail facewalsall@gmail.com

Website: <https://facewalsall.wordpress.com/>

Our Inclusion team can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.